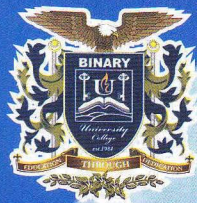




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Leadership and Strategic planning practice: Basis for Quality Education

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ABSTRACT

This present study was embedded in strategic planning theories and motivational concepts and theories; the Ancient Chinese Strategic theories (Marx and Engels, 1992) in relation with other researchers' theories and models that explain the process of strategic planning in educational sector (Johnson & Scholes, 1988; Bryson & Alston, 2005; Fidler, 2002; Hairuddin, 2009). It defined leadership as the lifting of people's vision to a higher sight, the raising of their performance to a higher standard, the building of their personality beyond its normal limitations (Drucker, P.F., 1999). The aim of this research is to investigate the extent to which leaders able to motivate and supervise the educators by implementing the strategic planning process as basis for quality education. The finding from this research; was consistence with Selznick (1957) who concluded that effective leaders should be able to define and defend the institutional values and its distinctive mission of an organization to achieve quality. This research is a quantitative in nature that employed Factor analysis in explaining its findings. Thus, findings from this study would be of benefit to other Schools' managers, the stakeholders and as well as customers for quality achievement.

Keywords: Strategic planning, Strategic analysis, Strategic choice, Strategic implementation, Quality, Leadership, motivation.

INTRODUCTION

Education is a process that attempts to ensure the cultural continuation of the group, race, or nation. It can be described as a concept of transmitting skills, knowledge, modes of inquiry, and values from the mature to the immature, either informally through the milieu or formally by the schools. Furthermore, the schools prominent task is to transmit the dominant aspects of the culture of learning into the student in its domain. In abroad way, school is an organized community of academia where learning and teaching occurs in continuous manner.

Philosophically, school leaders need consider education given to student as life. In support of this, Lodge, R. C.(quoted in Adekunle, 1992:3) holds the view that “life is education and education is life” meaning that the process of education continue throughout the human’s life. Thus, there should be well planning for education in order to achieve the proper goal of education. On the other hand, Plato emphasis that a good education consists in giving to body and the soul all the beauty and all the perfection of which they are capable. According to Whitehead (1959) education is the art of the utilization of knowledge. There should be proper uses of individual knowledge.

Moreover, education is the process whereby the innate ability or potentiality of human being is being used for benefit of the individual through the help of motivated teacher with appropriate guidance of knowledgeable leaders. The innate ability of technician is being used to improve him or herself likewise the innate ability of teacher help him or herself to increase his or her potentials which recognized him or her as certified teacher for others. In addition, Horace (1992:3), define education as a process of character formation while Thrings (1966) sees it as “the transmission of life, by the living, to the living”.

Oladele Taiwo (quoted in Adekunle, 1992:3) asserts that education is the total efforts of a community to raise its society, economic and political standard of life. Babs Fafunwa (quoted in Adekunle, 1992:3) his of opinion that “the end objectives of education is to produce an individual who is honest, respectful, skilled, cooperative and who would conforms to the social order. Epistemologically, education is a life-long process, and aims at imparting the knowledge, skill needed to lives on and for individual adjustment to his or her immediate environment.

From the above definition, the school leaders need to consider the important of education and to strive for the implementations of strategies and to develop the student's ability towards excellence performance in order to achieve quality education which intend to develop the potential of man and his environment. In relation to this, school leaders have consider the education as concepts that entails training and acquisition of special skills, knowledge, attitudes and values needed to enhances the great performance of both teachers and students for objectives of the education.

Besides, students' performance can influence or appear in society as output of a good educational leader and as what required and expected in the society. In spite to this, it is a responsibility of educational leaders to be part of transformational administrator needed by the society. According to Drucker, (2000) stresses that, "one does not manage people, one leads them". He further stresses that "one does not manage, one leads and directs it". This innate potential inculcate through school leaders allow individual student to contribute their quota positively in the society which transmitted quality to next generation that is coming. Besides that, it allows each student involve in developing the society of which they belong. Nevertheless, to achieve the quality education, the school leaders need to implement the motivational strategies among teachers and regular appraisal for both students and other staffs for achievement of quality. Interestingly, leadership is dynamic process in a group where by one-individual influences the other to contribute voluntarily to the achievement of group tasks in a given situation (Cole, G.A. 1994; Ogunu, 2001). Staffs need motivation in order to achieve the aims and objectives of education. This is because it has been emphasized by Maslow's in hierarchy of needs that most people are motivated by their desire such as self actualization, esteem needs, love needs, safety needs and physiological needs. Staffs could be observed through this and be motivated in order to achieve the quality of educational need.

Moreover, McGregor's also emphasized on theory X and Y which is essential set of behavior among the staffs. While, Herzberg's motivation hygiene theory concentrate on satisfaction of staff in order to achieve quality. Thus, it is the major task of the school leaders to motivate the subordinates towards meaningful realization of its organization to achieve the best requested by the society.

Leadership can be related to the authority and power given in an organization own by private or government institution. It may be official

positions either nominating or appointment in hierarchical accordance. Leader is someone who exercises influence over other people (Huczynki and Buchanan, 2004). In addition, Robert and Thomas (2007) assert that “leaders exercise various kinds of power, they engage with followers in seeking to achieve not only the goals of the leaders but also significant goals of the followers.” Besides, Andrew (1984) analysis that “leadership is a process, which is an ongoing activity in an organization also involves other people (teachers) inform of subordinates, by their willingness they were influenced by the leaders, by formalize the leader’s authority and made the leadership possible. Besides that, Ogunu (2001) consider leadership as “a dynamic process in a group whereby one individual influences the other to contribute voluntarily to the achievement of group tasks in a given situation.” Although, there are lots of leadership styles and theories which were mention by researchers such as Max Weber 1864-1920 who view leadership approach in different perspectives such as traditional, charismatic and legal-rational authority. These perspectives are also important in achieving quality education but applications of rather styles through strategy that could result into accomplishing the major goal of education are different. It is very important for the school leaders to utilize the styles strategically. Moreover, Robert and Thomas (2007) believe that Leadership over human being is exercised when persons with certain purposes mobilize, in competition or in conflict with others, institutional, political, psychological and other resources so as to arouse and satisfy the motives of the followers.” Nevertheless, Leaders have an impact on students’ achievement which is the bedrock of output from both teachers and the administrative leaders. Finally, the outcome of leadership striving is some form of goal accomplishment (quality educational achievement by the student).

Leaders’ achievements as bedrock for quality education

It is great opportunity for schools that makes emphasis on supervision and insists on student achievement as the basis of quality education accepted by the society. This may be insisting that the quality education is initial campaign needed by the leaders in each educational institutional sector. Besides, “there is a need in an institution for individual linking pins who will bind groups together and, as members of other groups, represent their groups elsewhere in organizations. Nevertheless, leadership concerns the leader themselves, the subordinates, and the task in hand (Handy, 1996). School leaders are the head looking figure in the learning environment.

Without courageous leader there will be pitfall. Leithwood et al (2006,) posit that “school leadership is second only to classroom instruction as an influence on student learning” (p.3). In this context, as an instance, school leadership and its relationship to the student learning in England is conceptualized which provides the following extract from the office for Standard in Education -OfSTED framework (NCSL, 2001) that there should be vital connection between what leaders do and what happens in the classroom.

Effective head teachers provide a clear vision and sense of direction for the school. They priorities and focus the attention of staff on what is important and do not let them get diverted and sidetracking with initiatives that will have little impact on the work of pupils. They know what is going on in their classrooms. They have a clear view of the strengths and weakness of their staff. They know how to build on the strengths and reduce the weaknesses. They can focus their programme of staff development on the real needs of their staff and school. They gain this view through a systematic programme of monitoring and evaluation. Their clarity of thought, sense of purpose and knowledge of what is going on mean that effective head teachers can get the best out of their staff, which is the key to influencing work in the classroom and to raising the standards achieved by pupils (p.1).

Based on (NCSL, 2001) piece, Strategic planning process in the context of school supervision and Staff Motivation seem to shown clearly the impacts of school leaders as follows:

Strategic planning process in the context of school supervision

A strategy in school supervision is a comprehensive procedure oversees monitoring the progress of total activities of the school. This entails the teaching and learning activities in the school. It is the duty and responsibility of good leaders in a specific school to have comprehensive knowledge about the activities (both curriculum and extra-curriculum) in order to have good response for adjustment in student's performance for positive improvement. Although, Drucker (1993) has asserted that educational institution faces challenges as radical as those that will

transform the school (p. 209). However, it is the responsibility of the school leaders to face these challenges in order to achieve the main goal of education. Moreover, “what will be taught and learned: how it will be taught and learned: who will make use of schooling: and the position of the school in society” should be known and clearly defined by the school leaders in order to achieve the full goal of education (Drucker, 1993: 209).

In addition, Bolan, (2002) in his recent research done on leadership, shows that through professional development, a strategy needs to be used by the school leaders which is an essential part to improve the school and learning performances as greater quality to the society. Implementation of strategic planning practice is a process which involves monitoring, and evaluation of execution needs in maintaining quality education for achievement of millennium development goals. Edward, (2002) asserts that development cycle is equal within educational sectors as for any other organization. Strategic planning is a critical concept in educational administration as well as other sectors. Now that teaching-learning operates in a more deregulated and market environment and learning operations are not static. Besides, implementation of strategic planning practice is a very important aspect which needs to be assessed for high quality education. Although, research has been done on how newly established institutions require a strategy to gain recognitions and acceptance to the community likewise to the educational board in order to achieve international recognitions as well for new millennium development goals mostly in western countries. In this context, educational institutions should be more engaged in planning that explicitly cater for the customers’ needs in consistent with Ministry of education’s vision and missions for high standard and world class quality education. It was stressed that successful educational institutions that are planning for the future must be as responsive and fluid as the world around them (Edward, 2002).

To achieve the strategies of school supervision, strategic planning process should be considered. Davies and Ellison (1998, 1999) claim that “strategic planning is the process of matching the school’s activities to the current and emerging environment, bearing in mind what can feasibly be achieved with the resource based which can be generated. The school leaders need to plan for proper supervision in order to improve the student performance. He/she must merge the internal activities of his or her staff together with what or result of the stakeholder or the immediate parents in order to have proper measure on student’s performance.

The process of strategic planning for school supervision can be seen to encompass three stages. According to Johnson and Scholes, (1997), strategic planning process divided into three categories:

1. Strategic analysis
2. Strategic choice
3. Strategic implementation

In school supervision, school leaders need to plan his/her supervisions activities according to the above stages for quality achievement.

Strategic analysis in school supervision

This is the stage where the aim is being developed to view the strategic position of the school. The factors that can influence the vision and missions of supervision should be identified. Leadership is creating a vision to whom others can aspire and energizing them to work towards this vision (Anita Roddick, 1992). The school leaders must lead their strategic school supervision in to questionable as follows: “why am I determining supervision, How am I going to supervise, what will be the outcomes of this supervision”, by identified and able to find answer to these questions, quality education is partially achieved. However, strategic choice of method in school supervision can be employed.

Strategic choice in school supervision

This is the next stage for school leader strategic planning process in school supervision. Here, it involves the identifications of strategic options that are being sequentially generated as operational method for achievement of aim set in supervision. Thus, Johnson and schools (1997) suggested three questions that are necessary for execution and evaluation of the choice.

1. Suitability: School leader need to ask “Does the proposal overcome difficulties identified in strategic analysis of school supervision?”
2. Acceptability: School leader must identify the value of supervision and considers whether the proposal is match with the school values.
3. Feasibility: Is the strategy/idea to be used in supervision could be performed at required level? The final decision at strategic choice would lead the school leaders into strategic implementation.

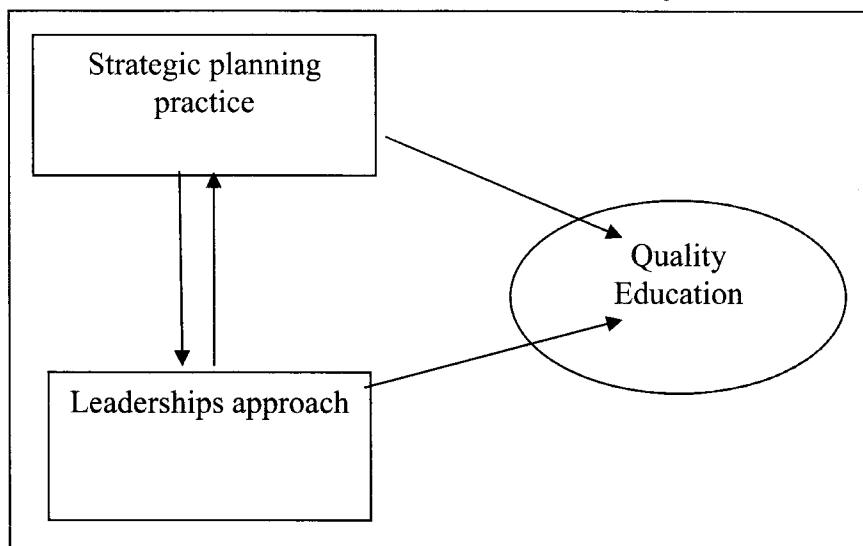
Strategic implementation in school supervision

The implementation of action plan begins when individual plans are taken up for execution. By using the annual plan as the first instrument, institutional framework from choice is developed for various plans. There should be staff, finance and materials needed for each plans. The time within which each will be completed should also be allocated. Moreover, managing strategic planning implementation requires lines of communication and consultation by the staff and assignment of responsibility and feedback and control mechanisms should be created for quality achievement.

As the educational action plan is being implemented, the machinery to evaluate the stage of improvement and detect deviations is set in motion. Evaluation is a continuous operation carried out along with plan implementation. Evaluation is necessary and a very important element in educational planning because it points out the weaknesses in the plan.

Hence, the evaluation stage replaces the diagnosis stage in providing the basics of re-planning. Besides, it becomes the beginning for the next cycle of planning. Finally, action plan is the end-means of strategic planning which serves as output (school's performance) through effective and efficient implementation of the target options.

Theoretical framework of the study



Adopt: Johnson & Scholes, 1988; Bryson & Alston, 2005; Fidler, 2002; Hairuddin, 2009

Methodology

Data were gathered through a survey questionnaire. The instrument comprises 30 items related to Leadership and strategic planning process in the context of supervision for quality education. Each item is a descriptive statement, which requires the respondents to make a choice from 5-points Likert Scale; 1= Strongly agree, 2= Agree, 3= Neutral, 4= Strongly disagree, 5= Disagree. It was made up of two sections. Section one intends to elicit background information of the respondents. Section two with total items of twenty-five which deal with; the extent the Leadership approaches (L) being the basis for quality education, the extent strategic planning process in context of supervision (IM) was being the basis for quality education. Lastly, the extent of Quality (Q) being emphasizes by the leaders for quality education. International Islamic University Malaysia was serves as case study in order to generalize the findings. In addition, it is an institution that consists of different background students and administrators in leadership and quality initiators of education.

ANALYSIS AND RESULTS

Demographic of the Respondents

In order to determine the representativeness of the sample, demographic data were requested from the survey participants. The total sample at IIUM consisted of 200 only 186 were used remaining were deleted due to incomplete responds. Almost seven faculties were participated with different background such as International and Local Students. The table below shows the demographics of the study participants.

Items		Frequency	Percentage%
Gender	Male	96	51.6
	Female	90	48.4
Age	1-20	11	5.9
	21-40	137	73.7
	41-60	38	20.4
	60 above	---	---
Status	Edu. Administrator	25	13.5
	Student	161	86.6
Kulliyah (Faculty)	Education	33	17.7
	ICT	38	20.4
	Law	25	13.4
	Engineering	34	18.3
	Pre-University	16	8.1
	Kenms	9	4.8
	Irkhs	32	17.2
Nationality	International	139	74.7
	Local	47	25.3

Table 1: Descriptive statistics and demographics of the respondents (N=186)

Table 1 revealed the total number of (96, 51%) males and (90, 48%) females. Majority of the respondents (86%) were students while the remaining (13%) were Educational Administrators. During the administering of Instrument, it was observed that some students were combining studies with administrative task. Besides that, majority of the respondents (73.7%) were between 21 and 40 years while some were below 21 years and others (20.4%) were more than 41 years but nobody above 60 years participated. Demographic result shows that the surveying does not only comprises local respondents (25.3%), but also involves International (74.7%). Majority of respondents (139) were International while local involves were (47) respondents. Thus, (20.4%) ICT, (18.3%) Engineering, (17.7%) Education, (13.4%) Law, (8.1%) Pre-University, (4.8%) Kenms departments were participated both undergraduate and postgraduate schools respectively.

Reliability Analysis

Cronbach’s Alpha reliability tests were conducted on the extent the Leadership approaches (L) being the basis for quality education, the extent strategic planning process in context of supervision (IM) was being the basis for quality education. Lastly, the extent of Quality (Q) being emphasizes by the leaders for quality education to determine consistency across the variables. Responses from 200 respondents were received for the survey; 14 in-complete responses were removed, resulting in usable responses of 186 for the study. To establish the content validity of the instrument, the technique of correlation was applied on the data collected with the pilot study, the experts were verified the inter-item correlation of the constructs for actual test. The results from pilot study enable the researcher identify the ambiguous words and to set the Cronbach’s alpha at .7 (Julie, 2007). With regard to 21 variables/items found reliable in the pilot study, the Researcher employed and computed the same variables based on 186 responses received for actual study for reliability analysis. The total items used and the result of the present research reliability illustrated in Table 2.

Table 2
Reliability of the Constructs

CONSTRUCTS	VARIABLES	CRONBACH ALPHA
L	L1, L2, L3, L4, L5, L6, L7, L8	.882
IM	IM1, IM2, IM3, IM4, IM5, IM6, IM7, IM8	.857
Q	Q1, Q2, Q3, Q4, Q5	.685

N=186

L α =.882, IM α =.857 demonstrated high reliability, while Q α =.685 were below .7. Hence, in reference to Hair *et al.*, (1998) asserted that .60 and .70 deemed lower limit still accepted for data analysis and interpretation for educational purposes.

Appendix I show the items of table2

FACTOR ANALYSIS

After assessment of the suitability data, factor analysis was employed with Varimax. Rotation was done to identify the underlying factors. Only the factors with eigenvalues of 1.0 and greater were retained. With reference to Hair’s (1998) factor loading and total number of responses (186) enables the

researcher to set the criteria; that all items less than .55 should be deleted. As a result, there was an indication of good inter-correlation among the items that justified the uses of Factor Analysis. The correlation matrix result of the initial analysis shows some correlations of $r=.3$ or greater while its $p<.05$. Through the initial analysis, the researcher observes that the study was statistically significant. Communalities revealed that there were some items which extracted lower than .55. Thus, Bartlett's Test of Sphericity value was significant at .000 this shows that factor analysis is appropriate and it is supporting the factorability of the correlation matrix (Julie, 2007: 190) also cited (Bartlett, 1954). The overall MSA i.e. Kaiser-Meyer-Olkin Measure of sampling Adequacy was .640 accepted for educational purposes.

Table 3
KMO and Bartlett's Test Result

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.640
Bartlett's Test of Sphericity	Approx. Chi-Square	3.074E3
	Df	210
	Sig.	.000

Thus, three components recorded of 6.404, 3.276, and 2.470 respectively. Total variance explained was 57.855 per cent of variance. Finally, table 4 shows the final variables for answering the research questions.

Table 4
Rotated Component Matrix

Items	Component 1	Component 2	Component 3
L1	.638		
L2	.606		
L3	.734		
L4	.744		
L5	.891		
L6	.833		
L7	.832		
L8	.590		
IM1		.701	
IM2		.766	
IM3		.581	
IM4		.634	
IM5		.644	
IM6		.695	
IM7		.846	
IM8		.677	
Q1			.690
Q2			.633
Q3			.628
Q4			.665

Extraction Method: Principal Component Analysis. N=186

RESULTS BASED ON RESEARCH QUESTIONS

In order to simplify the findings of this research, the percentage rate of the respondent’s opinion indicates the extent of leadership and Islamic management being the basis for quality education while the frequency (N), Percentage (%), Mean (M) and Standard deviation (SD) elucidates more on the extent. However, the five Likert scales merge into three scales for simplicity of the findings. Therefore, the tables below show the results and discussions based on the research questions.

Leadership

RQ1: *To what extent does leadership approaches (L) being the basis for quality education?*

Table 4.1
Descriptive statistics for Research Question 1

Items	Agree N %	Neutral N %	Disagree N %	M SD
L1. Quality education could be traced to and through the effort and commitment of excellent leaders	135 72.3	16 8.6	35 18.8	2.56 .941
L2. Leadership's strategic planning process is in line with principle of quality achievement	128 68.8	34 18.3	24 12.9	2.07 1.18
L3. Leaders always obey and fulfill their commandment in quality achievement	135 72.6	34 18.3	17 9.1	1.80 .848
L4. Leader acts as the vicegerent of Allah in quality education achievement	147 79.0	25 13.4	14 7.5	2.12 1.11
L5. Leaders follow <i>Quran</i> and <i>Sunnah</i> in managerial activities for quality education	145 78.0	26 14.0	15 8.1	2.12 .933
L6. Educational leaders realized quality education as <i>amanah</i>	130 69.9	55 29.6	1 0.5	1.85 .947
L7. Leaders are to pursue quality relentlessly using all available resources to get the job done	139 74.7	29 15.6	18 9.7	2.13 1.11
L8. Leaders are to stay on target at all costs through Islamic management for quality	166 89.2	20 10.8	—	1.63 .670

N=186

Almost the respondents expressed their opinion that Quality education could be traced to and through the effort and commitment of excellent leaders. Majority (68.8%) expressed that Leadership's approaches of the institution is in line with processes involve the strategic planning in the context of quality achievement. Although, only few respondents (12.9%) were disagree that IIUM strategic planning process not in line with principle of Islamic management. More than 134 respondents (72.6%) accepted that Leaders always obey and fulfill Allah's commandment in quality management. Only 17 respondents (9.1%) were of the opinion that Leaders fulfillment need improvement. Similarly, the extent of leadership from the table above revealed that Leaders follow *Quran* and *Sunnah* in managerial activities in order to achieve quality education. Majority (69.9%) expressed that Educational leaders realized quality education as *amanah*. Thus, (74.7%) are of opinion that Leaders are pursuing quality relentlessly by using all available resources to get the job done because it is *amanah*. However, the

finding from this research indicates that the extent of leadership being the basis for quality education is very high because Leaders stay on target at all costs through Islamic management for quality education. Hence, mean scores and standard deviations from the table 4.1 provided that educational Leaders took quality education as amanah.

Strategic planning process in context of supervision

RQ2: *To what extent does strategic planning process in the context of supervision (IM) being the basis for quality education?*

Table 4.2
Descriptive statistics for Research Question 2

Items	Agree N %	Neutral N %	Disagree N %	M SD
IM 1. Leadership is one of the bases for quality education both in public and private institutions	153 82.2	3 1.6	30 16.1	2.07 1.38
IM 2. Quality education could not be achieved without leadership development in school	155 83.4	9 4.8	22 11.8	2.05 1.01
IM3. Individual cooperation of either parent or the staff is require to achieve quality education	164 88.1	17 9.1	5 2.7	2.02 .624
IM4. Quality education requires strategic planning process for supervision	142 76.3	34 18.3	10 5.4	1.77 .967
IM5. Leadership approach is an obligation and core concepts in supervision towards quality education	162 87.1	14 7.5	10 5.4	1.72 .824
IM6. Leaders manage the institution with the milieu of Islamic etiquette	117 62.9	60 32.3	9 4.8	2.29 .912
IM7. Is supervision strategy discover existence and purpose of being the leaders in any institution	155 83.4	23 12.4	8 4.3	1.80 .963
IM8. Educational Planning should be consistence with the purpose of existence of an institution	166 89.2	12 6.5	8 4.3	1.81 .898

N=186

Almost respondents (76.3%) express that Quality education requires strategic planning process for supervision. Although, few (5.4%) were of opinion that Quality education were not requires strategic planning process

for supervision. Majority (88.1%) responded that achieving quality education requires Individual cooperation of either parent or the staff. More or less, majority of the respondents (87.6%) were strictly considered that Islamic etiquette is an obligation and core concepts for leaders towards quality education. This is because (83.5%) accepted that supervision strategy discovers the existence and purpose of being the leaders in any institution. Only (62.9%) respond that Leaders manage the institution through milieu of Islamic etiquette, while some respondents were neutral in their opinion. Nevertheless, majority of the respondents (89.2%) frankly expressed that Educational Planning should consistent with the purpose of existence of an institution. However, the finding from this research shows that strategic planning process in the context of supervision is necessary and should be option for the institution that requires quality education for customers.

Quality

RQ3: *To what extent does Quality (Q) being emphasized by the leaders for quality education?*

Table 4.3
Descriptive statistics for Research Question 3

Items	Agree N %	Neutral N %	Disagree N %	M SD
Q1. Quality is a yardstick to good education	152 81.7	31 16.7	3 1.6	1.76 .804
Q2. Quality education is easily described through teaching-learning outcomes only	102 54.9	58 40.3	26 4.8	2.27 1.18
Q3. Feedback from the external source judges the outcomes of an institution for quality education	119 64.0	61 32.8	6 3.2	2.13 .897
Q4. Excellent examination results show quality education	121 65.1	43 23.1	22 11.9	2.41 1.05
Q5. Only standard and challenging curriculum in line with Islamic principles are being emphasized for quality education.	98 52.7	70 37.6	18 9.7	2.41 1.05

N=186

Analysis from the table 4.3 shows that almost all the respondents (81.7%) were of opinion that Quality can be measured by good education. Few respondents (1.6%) observed that Quality is not a yardstick to good education. More than half the respondents (54.9%) respond that Quality education is easily described through teaching-learning outcomes only, while few (40.3%) were of opinion that Quality education could either /or be described through teaching-learning outcomes only. Only (4.8%) respondents were strictly disagreed the statement that Quality education is easily described through teaching-learning outcomes only. Furthermore, majority of the respondents (64.0%) frankly agreed that Feedback from the external source judges the outcomes of an institution for quality education and (65.1%) thus agreed that excellent examination results show quality education. Nevertheless, this research findings shows that Quality should be emphasized by the leaders through strategy of supervision for quality education.

RECOMMENDATIONS FOR FUTURE RESEARCH AND CONCLUSION

In the light of the findings and concepts of the study, more research is needed in investigating other practices of leadership and Strategic planning process in the context of educational supervision. For instance, it could be replicated in other educational sectors such as Ministry of Education, Islamic private schools etc. Moreover, as this research was conducted at a single institution in Capital City, additional investigations are warranted at larger and geographically dispersed environment for future result. Similarly, data analysis of this research claims to have more than three constructs for the variance explain, therefore there should be further investigation for more constructs. Finally, further research should attempt to investigate the influence of age or other demographics to the extent of leadership and strategic planning process as basis for quality education. Leadership can be seen as act of managerial concepts. In this respect, the researchers have been examining Leadership development for educational reforming over time. Leadership and strategic planning in the context of supervision is one of the aspects that need more emphasis and to be looked into by the researchers for quality education. This is because leadership's supervision is a quotient aspect that worth emphasizes by the educational providers for quality education. Hence, educational leaders should also considered strategic management theory of "where are we now, how are we going to reach there,

when are we going to reach there, and what will be the achievement".
Hairuddin & Mohamad Bustaman (2009)

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